

**COURSE PLAN**  
**(Wednesday Classes)**

Course Information	<i>Enter course information into the cells below.</i>
<b>Course Title:</b>	Person Directed Plans
<b>Course ID:</b>	BSCI-1208 - Person Directed Plans
<b>Program:</b>	DSW1G-2-06
<b>School:</b>	Community Studies
<b>Term:</b>	Fall 2024 (September 4 <sup>th</sup> – December 18 <sup>th</sup> )
<b>Prepared by:</b>	Meherene Sami

**Required Readings:** Articles, Book(s), case studies, real-life examples, video links, and links to resources - at the instructor's discretion.

**Recommended / Required Reading:** Textbook(s)/Bundle/Digital

ISBN/SKU: 1895418623

Title/Description: Make A Difference: A Guidebook for Person-Centered Direct Support

Required/Recommended: Required

Author: O'Brien, J. & Mount, B.

Publisher: Inclusion Press

ISBN/SKU: 9781895418910

Title/Description: The PATH & MAPS Handbook: Person-Centered Ways to Build Community

Required/Recommended: Required

Author: O'Brien, J., Pearpoint, J., & Kahn, L.

Publisher: Inclusion Press

ISBN/SKU: 1895418402

Title/Description: A Little Book About Person Centered Planning

Required/Recommended: Required

Author: O'Brien, J. & O'Brien, C.

Publisher: Inclusion Press

**Other Technology**

Description: Students require access to computer technology and reliable access to the internet to complete online modules.

**Evaluation:**

Tests 25%, Midterm test 25%, Final test 25%

Assignments: 25%

*Note: The Course Plan may change according to students' learning needs and/or unanticipated disruptions.*

### Course Plan Details

Time	Date	Agenda	Delivery Details: Preparation and/or Learning Resource(s)	Delivery Details: Evaluation
<b>Week 1</b>	<b>September 4th</b>	<p>Introductions</p> <p>Review course outline, course plan and expectations. Academic integrity</p> <p>SRV and PDP The power in Vulnerability By Judith Snow How do you make a difference? Foundational Concepts:</p> <ul style="list-style-type: none"> <li>•Interdependence</li> <li>•Power</li> <li>•Normalization</li> <li>•Social Roles</li> </ul>	<p>GROUP ACTIVITY Worksheet 1</p>	
<b>Week 2</b>	<b>September 11th</b>	<p>Learning to Listen by John O' Brien and Connie Lyle O' Brien Challenging limiting beliefs Person Directed Plan</p>	<p>Group activities</p>	<p>Test (1) 5%</p>

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		Introduction to the course- Person Directed Planning Person-Directed supports: a value-based, holistic approach for support and planning		
<b>Week 3</b>	<b>September 18th</b>	PCP has arrived or has it? Capacity Thinking. Facilitation.	Group activities	Test (2) 5%
<b>Week 4</b>	<b>September 25th</b>	Think before you plan, Politics of PCP, Find direction	Group activities	Assignment – have you met someone with a disability 5%
<b>Week 5</b>	<b>October 2nd</b>	12 Themes for building relationships Robert & Joey’s story Bringing balance to who we truly are and professionalism. Is our job worthwhile? Getting ready		Test 5%  Prep for Midterm
<b>Week 6</b>	<b>October 9th</b>	Revisiting choice		Midterm test (25%)
<b>Week 7</b>	<b>October 16th</b>	Positive rituals and quality of		Circles of friendship and

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		<p>life</p> <p>Quest for community membership</p> <p>Participation through support circles</p> <p>Circle check up</p> <p>Generate respect</p> <p>What did I say?</p> <p>Raise expectations</p> <p>Listen with heart</p> <p>Make alliances</p> <p>Whose life is it any way?</p>		<p>support assignment 5%</p> <p>Midterm grades due October 16th 2pm</p>
<b>Week 8</b>	<b>October 23<sup>rd</sup></b>	PATH		Test (4) 5%
<b>Week 9</b>	<b>October 30th</b>	Other planning approaches Ethics of MAPS and PATHS Your learning journey		Identifying capacities assignment – 5%
<b>Week 10</b>	<b>November 6th</b>	Creating and facilitating PATHS		PATHS assignment 5%
<b>Week 11</b>	<b>November 13th</b>	MAPS		Test (5) 5%
<b>Week 12</b>	<b>November 20th</b>	Creating and facilitating MAPS		MAPS assignment 5%

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<b>Week 13</b>	<b>November 27th</b>	After the plan Telling New Stories: The Search for Capacity	Case studies	Final exam Test (25%)
<b>Week 14</b>	<b>December 4th</b>	Final exam		Grades due December 11th by 2pm
<b>Week 15</b>	<b>December 11th</b>	Review of the course		Post Assessment quiz

**Note: Course Plans are subject to change during the term.**

### Classroom Expectations

1. **Be on time or even early. Note:** The college does not have a campus-wide grading or attendance policy. It is up to the instructor to set the grading and attendance expectations with the students.
2. **Be prepared and organized. Note:** We ask all instructors to take attendance for internal use.
3. **Ask questions and communicate with your instructor.**
4. **Get to know someone in class.** You may need to borrow notes or may want someone to study with.
5. **No cellphones during class** (unless it's part of the class).
6. **You must have all the learning devices (laptops, iPad etc.) ready to participate in class activities that need access to a computer device and internet.**

### Attendance Expectations

1. You are encouraged to attend all classes to ensure the successful completion of each course. Failing a course due to attendance may have repercussions, such as repeating the course in question or potentially having work and study permits removed.
2. You must notify the instructor through email if you cannot attend class and provide proper documentation to support the reason for your absence (doctor's note, written notice etc.)
3. It is your responsibility to speak with instructors regarding any missed readings, assignments, class work etc.

### Coursework Expectations

1. You are expected to attend class and submit all assignments in a timely manner.
2. Late assignments will be **deducted 10% for every 24 hours** they are late unless prior arrangements have been made **three (3) days prior** to the due date of the assignment by the student in writing.
3. Missed test/quizzes and exams will be marked as **zero (score 0)** unless the instructor was notified in advance in writing through email and proper documentation to support the reason for your absence (doctor's note, written notice etc.) is provided. In this case, an opportunity will be provided to reschedule the missed evaluation and/or an alternative evaluation or accommodation.
4. Missed test/quizzes and exams without prior notification and proper documentation will be marked as **zero (score 0)** with no opportunity of re-writes.

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## Academic Integrity

Fanshawe College defines Academic Offence as obtaining or attempting to obtain an unfair advantage or credit for oneself or others by dishonest means.

The following are examples of Academic Offences:

- Plagiarism
- submitting another person's work as one's own;
- neglecting to cite or improperly citing the original source of ideas, text, images, etc.;
- resubmitting previously submitted and graded work for additional grades.
- Acting to assist or facilitate another student's Academic Offence.
- Communicating with or copying from another person during a quiz, test, or exam.
- Participating in activities, in person or electronically, that are not permitted in the preparation or completion of academic work.
- Using materials, resources, or technologies that are not permitted in the preparation or completion of academic work or during a quiz, test, or exam.
- Altering or falsifying academic records in any way or submitting false documentation for academic purposes.

Warnings and Penalties for Academic Offences Academic Offences are taken seriously and can result in the issuance of Warnings or the application of Penalties which can range from **re-doing work** and **marks of zero to failing a course or being suspended or expelled** from the College.

Students are strongly encouraged to take precautionary measures while preparing and completing their academic work to ensure that they achieve and maintain academic integrity while avoiding and preventing Academic Offences.